

INDIAN LAND ELEMENTARY

4137 Doby's Bridge Road
Indian Land, SC 29715

GRADES K-8 Elementary School

ENROLLMENT 974 Students

PRINCIPAL Lydia Quinn 803-548-2916

SUPERINTENDENT Patricia K. Burns 803-286-6972

BOARD CHAIR Robert Folks 803-286-6972

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
29	31	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

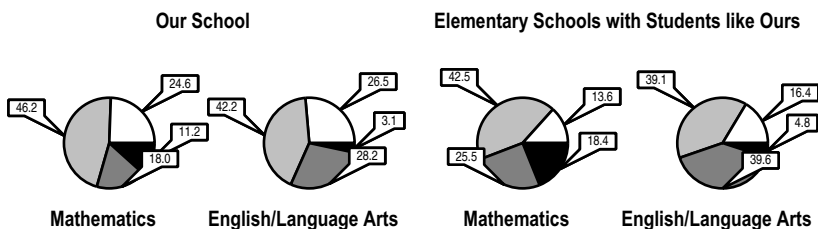
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	57	102	147
Percent satisfied with learning environment	87.7%	79.4%	65.0%
Percent satisfied with social and physical environment	86.0%	84.3%	46.0%
Percent satisfied with home-school relations	89.5%	88.1%	70.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	643	99.5	26.5	42.2	28.2	3.1	31.3	17.6
Gender								
Male	320	99.4	30.7	41.1	25.8	2.4	28.2	17.6
Female	323	99.7	22.6	43.2	30.6	3.7	34.2	17.6
Racial/Ethnic Group								
White	526	99.6	21.9	42.6	32.0	3.5	35.5	17.6
African-American	94	100.0	47.7	42.0	10.2	N/A	10.2	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	14	92.9	45.5	27.3	18.2	9.1	27.3	17.6
American Indian/Alaskan	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	564	99.6	21.0	44.5	31.3	3.3	34.6	17.6
Disabled	79	98.7	65.8	26.0	6.8	1.4	8.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	643	99.5	26.5	42.2	28.2	3.1	31.3	17.6
English Proficiency								
Limited English proficient	6	83.3	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	637	99.7	26.2	42.3	28.4	3.1	31.5	17.6
Socio-Economic Status								
Subsidized meals	218	99.5	39.9	44.7	14.4	1.1	15.4	17.6
Full-pay meals	425	99.5	20.3	41.0	34.8	4.0	38.8	17.6

Mathematics								
All students	643	99.8	24.6	46.2	18.0	11.2	29.2	15.5
Gender								
Male	320	99.7	23.7	44.3	18.8	13.2	32.1	15.5
Female	323	100.0	25.5	48.0	17.2	9.3	26.5	15.5
Racial/Ethnic Group								
White	526	100.0	19.5	47.7	20.4	12.3	32.7	15.5
African-American	94	100.0	50.0	38.6	5.7	5.7	11.4	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	14	100.0	36.4	36.4	18.2	9.1	27.3	15.5
American Indian/Alaskan	8	87.5	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	564	100.0	21.1	47.3	19.0	12.6	31.6	15.5
Disabled	79	98.7	49.3	38.4	11.0	1.4	12.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	643	99.8	24.6	46.2	18.0	11.2	29.2	15.5
English Proficiency								
Limited English proficient	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	637	99.8	24.4	46.2	18.1	11.3	29.4	15.5
Socio-Economic Status								
Subsidized meals	218	99.5	38.1	46.6	10.1	5.3	15.3	15.5
Full-pay meals	425	100.0	18.3	46.0	21.8	14.0	35.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	87	N/A	18.8	28.2	50.6	2.4	52.9
	Grade 4	103	N/A	26.0	44.0	30.0	N/A	30.0
	Grade 5	100	N/A	25.5	48.0	26.5	N/A	26.5
	Grade 6	110	N/A	19.1	37.3	36.4	7.3	43.6
	Grade 7	97	N/A	21.6	57.7	17.5	3.1	20.6
	Grade 8	96	N/A	31.6	41.1	23.2	4.2	27.4
2003	Grade 3	97	100.0	37.5	22.7	38.6	1.1	39.8
	Grade 4	99	100.0	18.0	44.9	33.7	3.4	37.1
	Grade 5	113	100.0	36.3	45.1	18.6	N/A	18.6
	Grade 6	116	100.0	26.4	34.5	32.7	6.4	39.1
	Grade 7	116	99.1	15.6	48.6	31.2	4.6	35.8
	Grade 8	102	98.0	26.7	56.7	14.4	2.2	16.7

Mathematics								
2002	Grade 3	87	N/A	25.9	34.1	24.7	15.3	40.0
	Grade 4	103	N/A	28.7	45.5	17.8	7.9	25.7
	Grade 5	100	N/A	20.2	51.5	17.2	11.1	28.3
	Grade 6	110	N/A	20.9	47.3	19.1	12.7	31.8
	Grade 7	97	N/A	34.0	45.4	14.4	6.2	20.6
	Grade 8	96	N/A	34.7	45.3	15.8	4.2	20.0
2003	Grade 3	97	100.0	17.0	64.8	12.5	5.7	18.2
	Grade 4	99	100.0	22.5	48.3	15.7	13.5	29.2
	Grade 5	113	100.0	33.3	40.2	17.6	8.8	26.5
	Grade 6	116	100.0	21.8	34.5	24.5	19.1	43.6
	Grade 7	116	100.0	23.9	36.7	22.9	16.5	39.4
	Grade 8	102	99.0	28.6	58.2	12.1	1.1	13.2

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 974)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.3%	Down from 2.3%	1.8%	2.4%
Attendance rate	94.7%	Down from 94.9%	96.3%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	16.7%	Down from 18.0%	24.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.6%	Down from 6.9%	6.8%	8.0%
Older than usual for grade	1.1%	Up from 0.8%	0.5%	1.1%
Suspended or expelled	2.3%	Up from 0.2%	0.0%	0.0%

Teachers (n= 55)				
Teachers with advanced degrees	43.6%	Down from 49.1%	53.7%	50.0%
Continuing contract teachers	78.2%	Down from 84.9%	88.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.8%	Down from 89.1%	88.8%	86.2%
Teacher attendance rate	94.2%	Down from 94.9%	96.0%	95.3%
Average teacher salary	\$39,909	Down 2.8%	\$41,682	\$39,909
Prof. development days/teacher	5.6 days	Down from 11.2 days	10.1 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	19.0 to 1	Down from 22.6 to 1	20.1 to 1	18.9 to 1
Prime instructional time	86.9%	Down from 87.6%	91.1%	89.7%
Dollars spent per pupil*	\$4,813	Down 0.2%	\$5,354	\$5,892
Percent spent on teacher salaries*	68.1%	Down from 69.0%	68.4%	66.6%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	96.3%	Down from 97.2%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2002 - 2003 year at Indian Land Elementary and Middle School, we lived our theme of "Capture the Spirit." We as a school community focused on excellence - excellence in academics, excellence in behavior, and excellence in character. In an effort to meet our goal of excellence, we began a new mathematics program, continued our phonics program in kindergarten through second grade, and implemented a character education program.

The character education program tied character education into the curriculum and involved students, teachers, and families. Each month, we focused on a different character word. In addition to learning what each word meant, we had monthly writing prompts and assemblies. The assembly was presented to the students during the school day, and then shared with the parents at the monthly PTA meetings. Monthly awards were presented to students in each homeroom for good citizenship and writing. The "Chief Citizen" award daily awards program was expanded to the middle school.

During the 2002 - 2003 school year, five teachers at Indian Land Elementary and Middle School successfully completed their national board certification. A Fast ForWord computer lab was implemented. Our students participated in many service-learning projects. The "Reading Counts" program was expanded to the elementary grades, and many of our students participated in the SOAR program for reading. In addition, after-school enrichment programs and homework centers were continued. Our music program was expanded with an Honor Choir. Our PTA supported campus improvements and academic programs through many successful endeavors such as our popular Spring Festival.

We are looking forward to the 2003 - 2004 school year as we continue to strive for excellence. We appreciate the continued support of the parents and the community. As we move forward, may we continue to work together for our children.

Lydia Quinn, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.